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## FISCAL IMPACT REPORT



SPONSOR: Lopez DATE TYPED: 2-1-02 HB \_\_\_\_\_

SHORT TITLE: Future Teachers Program SB 125

ANALYST: Baca

### APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY02	FY03	FY02	FY03		
	\$300.0			Recurring	General Fund

(Parenthesis) Indicate Expenditure Decreases)

Duplicates HB 109

### SOURCES OF INFORMATION

Commission on Higher Education (CHE)  
State Department of Education (SDE)

### SUMMARY

#### Synopsis of Bill

Senate Bill 125 appropriates \$300.0 from the general fund to the SDE and directs it to design and implement a program to recruit, mentor and prepare public school students and public university students to follow a career in teaching.

#### Significant Issues

SDE is to develop a plan for students in grades six through post-secondary level to support and encourage students to enter the teaching profession. The department is permitted to contract for services to design and implement the program. The bill specifies certain components of the program including summer instruction in methodologies, classroom experience/observation and tutoring

### FISCAL IMPLICATIONS

The appropriation of \$300.0 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY2003 shall revert to the general fund.

**CONFLICT/DUPLICATION/COMPANIONSHIP/RELATIONSHIP**

SB 125 duplicates HB 109, Future Teachers Program.

**OTHER SUBSTANTIVE ISSUES**

In its analysis, the CHE provides a brief summary of a three -year effort by SDE and CHE to improve teacher quality:

“In 1999 a “belief statement” that asserts “Quality Learning Requires Quality Teaching” was formally adopted by the Commission on Higher Education and the State Department of Education. Efforts to implement this belief statement were immediately initiated through a partnership with business, educational, and legislative stakeholders, the SBE, and the CHE. The result of this partnership was the design of a collaborative and systemic action plan for improving teacher quality. That plan resulted in New Mexico’s receipt of a statewide Title II Teacher Quality Enhancement Grant. Leadership for this grant is provided by the Teacher Education Accountability Council (TEAC) co-chaired by the State Superintendent of Instruction and the Executive Director of the CHE. TEAC members include statewide representatives from higher education, public schools, the business community, the State Legislature, the Office of the Governor, parents, and teachers. The responsibilities of the TEAC include the oversight of the federal grant, strategic planning, and providing policy recommendations to the SBE and the CHE.”

LB/prr